DOCUMENT RESUME

ED 302 704 CE 051 733

TITLE	Juvenile Counselor Knowledge/Skill Maps. Standards and Training for Corrections Program.
INSTITUTION	California State Board of Corrections, Sacramento.
PUB DATE	87
NOTE	158p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Competency Based Education; *Correctional Rehabilitation; *Counselor Evaluation; Counselor Qualifications; Counselors; *Counselor Selection; Counselor Training; Delinquency; Employment Qualifications; *Job Skills; *Occupational Information; Postsecondary Education
IDENTIFIERS	*California

ABSTRACT

This booklet provides knowledge and skill maps for competencies needed by juvenile counselors. The maps were developed as part of the evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections Program in California. Created through a needs analysis, each map consists of all the knowledge and skills necessary for successful performance of a given core task. For each knowledge/skill, its value, prerequisites, aids and resources, rules and concepts, and steps of the procedure are outlined. The core tasks for which knowledge/skill maps have been created include the following: (1) booking, receiving, and releasing; (2) admissions and orientation; (3) escorting and transporting; (4) supervising juveniles--daily care and custody; (5) supervising juveniles--recreational or leisure time activities; (6) supervising juveniles--work details; (7) casework; (8) recordkeeping and report writing; (9) searching and securing; (10) supervising noninmate movement and visitors; (11) emergencies; (12) communicating; (13) physically demanding tasks; and (14) miscellaneous tasks. (KC)

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STANDARDS AND TRAINING
FOR CORRECTIONS PROGRAM

STC

BOARD OF CORRECTIONS

KNOWLEDGE/SKILL MAPS

CE051733

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JUVENILE COUNSELOR

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INTRODUCTION

Gilbert's (1978) "knowledge and skill mapping" process was used in the workshops to generate the training needs analysis information needed for training design. For each core job task (i.e.., commonly performed by incumbents across the state), subject matter experts were asked to address the following questions:

1. What are the subtasks or steps which underlie this core task? Is there a definite sequence in which these subtasks or steps are performed?

2. What rules, concepts, or principles are used by those who do this task particularly well?

3. What resources or aids are available to the performer as he/she performs this task?

4. What knowledges, skills and abilities (KSAs) must the performer bring to this task? That is, what are the prerequisite KSAs?

5. What is the value of this task? What are the consequences of effective or ineffective performance?

The data collected resulted in a knowledge and skill "map" for each core job task. Each map consists of all the knowledges and skills - generated by asking questions listed above - necessary for successful performance of a given core task. Each of the questions listed above surfaces a different type of capability which, if lacking, could result in poor performance. To the extent that incumbents are not expected to have such knowledges or skills when hired, these capabilities represent training needs.

These maps are contained in this document.

For readers who review the knowledge and skill maps, two points of clarification are necessary. First, some core tasks identified in the earlier Job Analysis Phase of the Standards Project were combined by the subject matter experts because such tasks were actually steps directed toward the same objective.

Second, the knowledge and skill maps for some core tasks do not contain information for each of the five types of knowledges or skills (i.e., some columns may have no entries). This is because the subject matter experts agreed that knowledges or skills of that type are not needed to meet minimum performance standards.

1.0 BOOKING, RECEIVING, AND RELEASING

1.1 (1) Review police report of charges against juveniles taken into custody.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Legal obligation to do so *Provides essential information for unit assignment/classification of offender (e.g., security risk) *May lead to illegal detention and/or lost case (i.e., denial of due process) if not done properly	*Ability to discriminate between 601 or 602 -Offense is 602 -Status offense is 601 (i.e., runaway or truancy) *Read and understand PC, WI Codes *Read and use departmental manual (AS)* *Familiarity with police report forms (CS) *Familiarity with application of petition forms *Discriminate between felony and misdemeanor *Introduced to new legislation specifying that you can do strip search with felony arrest. Special circumstances can do strip search with misdemeanor. *Discrim. police officer (PC 830.5) from others *Ability to make decisions *Communication skills (verbal)	*Departmental Manual (AS) *Penal Code *WI Code *Vehicle Code *Health and Safety Code *Supervisor *Medical Unit *Experienced JICs *Arresting agency/police *Mental Health unit	Key information to obtain: *Misdemeanor/felony *Age *Parent notification (legal) (WI Code 627) *Offense type -Assaultive/violence -Sex crime -Arson -Runaway/escapee -Substance/drugs -Suicidal -Co-participants/gang affiliation . Colors . Ask them . Tatoos . City *Alieses *Time and place of arrest	1. Determine age and jurisdiction 2. Determine degree of offense (601, 602) 3. Determine if misdemeanor or felony 4. Prior offense/record 5. Classification 6. Medical (Physical and psychological) assessment and refer if necessary 7. When in doubt, call supervisor 8. Determine gender

*Agency specific

1.2 (1,3,194) Review booking forms and court documents for accuracy and completeness.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Insure due process *Insure appropriate release or continuation of detention as per court order *Insure follow through on court orders (i.e. special visitation privileges, court-ordered phone calls, medical treatment)	*Ability to complete booking form (AS) *Knowledge of criteria for booking juv. in (AS) *Ability to administer Miranda rights *Ability to read and understand court order *Familiarity with court documents	*Booking form (AS) *WI 627 *Miranda card *Waiver of rights form *Court Order Form	Check to be sure: *Parents notified *Minor's name, address *Parent's name and adress *Likely to flee *Danger to self *Violated of WI628 *Danger to property/persons *Phone rights (WI 627) (within one hour of booking, right to two completed calls to attorney/ employer, parents, relative) *Time deadlines *Time taken into custody of police (arrested) -Phone calls -Release -Medical treatments -Psychological evaluation *Monitored visits *Contact ordered	1. Advise of Miranda Rights or make sure they have been Mirandized 2. Determine time frames (e.g., for making phone calls, release, in and outs) 3. Take note and enter in appropriate log only specific court orders

1.3 (6) Notify parents or guardians of juvenile's status.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Mandated by law (WI 627) *Additional valuable information for classification can be gathered	*Ability to be courteous and tactful in dealing with parents likely to be under stress *Professional demeanor, ability to communicate in a professional manner	*Reverse directory *Court order *Police report (for statistical information)	*If cannot contact: -Ask for other numbers -Send police -Send telegram -Other options *If being released, see court order or confirm name of Probation Officer authorizing release if filing out of custody *Verify that you are talking with the parent (e.g., child's birthdate) *Be sure that information you provide is accurate *Inquire about specific medical or other conditions affecting child (e.g., suicidal, diabetes, medication, psychotropics)	

1.4 (9) Inventory and take custody of juvenile's property, clothing, and/or money.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Violation of CYA minimum standards if not done *Improper inventorying can lead to suit or county loss *JC may face disciplinary action *Regulates passage of contraband *Avoids problems on the unit (e.g., theft, status, arguments, bartering)	*Familiarity with property form (AS) *Knowledge of where property is to be stored (AS) *Ability to differentiate legal from illegal property *Ability to print or write clearly (or know how to type) *Knowledge of county policy re: things the juvenile can keep on his/her person in the institution (AS)	*Property form (AS) *Department policy manual (AS) *Expierienced staff *Supervisor	*Clearly identify each piece of property *Be thorough in searching property *Be sure to obtain release for indemnity on property *Sign and date when property logged in and out *Have minor sign form acknowledging receipt of property	1. Record all pieces of property on property form 2. Obtain sign-off from juvenile 3. Determine where to store 4. Store in proper place

1.5 (10, 17) Supervise showering/delousing of new juveniles and issue clothing, bedding supplies to new juvenile.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*May violate constitutional right to privacy which may result in civil liability and/or disciplinary action *May be convicted on misdemeanor for not reporting suspected child abuse *Juvenile has a legal right to clean clothes and bedding *Protects other minors & staff from contamination *Prevents possible health hazards	*Know where to obtain clothes and bedding (AS) *Know obligations for reporting suspected child abuse (see penal code) *Know laws regarding minor's rights to privacy	*Department policy manual (AS) *Penal Code sections on child abuse *W & I Code *CYA Guidelines regarding minimum requirements/standards for clothing	*Follow county policy re: opposite sex supervision, number of people in shower, etc. *Do not touch! *Observe for injury, identifying marks *Be sure they take a thorough shower (e.g., hair) *Do not comment *Try to help juvenile relax *Follow up on observed injuries, etc. *With potential suicidal cases, consider possible danger of clothing articles	1. Have them take off clothes 2. Inventory clothes (AS) 3. Ask what size they wear 4. Have them take shower 5. Issue linen and clothes

1.6 (11) Observe juvenile in receiving room/holding unit while he/she awaits move to assigned housing.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Danger to staff, juvenile (i.e., safety or security issue) if not adequately supervised during this time *May provide additional valuable information for classifying, assigning, or otherwise dealing with the juvenile *Prevents contraband from being passed into unit	*Reasonably good vision and hearing *Ability to identify problem verbal and nonverbal behavior, for example: -Intimidation (identify aggressor and target) -Nonverbal signs of emotion (e.g., avoidance of eye contact) -Manipulation -Depression -Anxiety *Knowledge of the area in which juvenile is waiting (AS)	*Other staff (AS) *Department policy manual (AS) *CYA Standards	*Maintain relaxed, matter-of-fact demeanor *Make them aware that you are watching -Eye contact -Verbal communication *Active, obvious observation (e.g., don't read the newspaper) *Walk around in their area *Behaviors to look for: -Passing something -Preparing to run -Looking for exit -Lot of communication between juveniles -Emotional/physical conditions --Crying --Hyperactivity --Nodding off -Radical changes in behavior or moods *For new people, constant alertness is critical *Watch for changes in conditions/behaviors *Signs of substance abuse or other health problems *Should have staff/ward contact (at least visual) every 15 minutes	

1.7 (12,79) Classify juvenile (for example, according to security risk factors) and assign housing.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Failure to classify properly can result in serious incident (e.g., escape, assault, homosexual act, danger to staff or self)	*Knowledge of available facilities in your institution (AS) *Knowledge of gangs in your area (AS) *Knowledge of and ability to apply department classification policy (AS) *Knowledge of housing unit populations (make-up of group in specific housing units)	*Prior experience with this case (written and non-written record) *Department Policy Manual (AS) *Police Report	*Key classification factors: -Size, age -Sophistication (e.g., first time or career criminal) -Security risk --Prior escapes --Assault history --Suicidal (ask juvenile and see record) --Possible disposition of case (e.g., fitness hearing) --Homosexuality -Gang affiliation -Who should this juvenile <u>not</u> be in contact with? *When in doubt, check with supervisor *Ethnic background *Unusual physical or mental condition (e.g., health, handicap, medical isolation) *Companions/co-defendents	1. Gather and review all prior information on case 2. Make classification decision 3. Record decision in log book, case chart, etc. (AS)

1.8 (13) Verify identity of juveniles before releasing.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Release of wrong person can result in a variety of serious consequences (e.g., danger to community, serious disciplinary action against counselor)	*Ability to read and interpret Release Document and relevant sections of the WI Code	*Release document (e.g., court, intake) *WI Code	*Verify birthdate, middle name - any kind of information unique to juvenile *Be sure your action is consistent with release document *Primarily a problem when there is overcrowding or when department is very busy *Check with supervisor if have questions *Make sure person ordering the release is empowered to do so	1. Verify date of release and who to be released to from release document 2. Verify identity of minor's guardian or person to whom they are to be released

1.9 (15,16) Release property and/or money, get appropriate signatures, and record/log.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Provide accountability and tracking system *Reduces costs of replacing missing property	*Where to obtain juvenile's property (AS) *How to read the property sheet (AS) *Know county policy re: discrepancies (AS)	*Department policy manual re: what is to be given back (AS)	*Make sure that property matches with juvenile *Do not give back illegal property *Do not release any property without authorization from the juvenile	1. Collect <u>all</u> county/institution property from juvenile 2. Collect <u>all</u> juvenile's property 3. Have juvenile inventory property and sign-off 4. Record all transactions 5. Sign & date property sheet

2.0 ADMISSIONS AND ORIENTATION

2.1 (16) Prepare forms, cards, file jackets necessary to initiate juvenile's facility records.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*All information needed on case is in one place for easy access *Could result in security risk or injury if not done properly *Promotes smooth flow of info (incoming staff can familiarize themselves with new admit's case history) *Civil liabilities may result from improper record keeping	*Knowledge of institution record-keeping systems (AS): -Forms (purpose, where filed) -Update procedures -What forms must go in the file *Know what forms are required when and where to obtain (AS) *Ability to alphabetize *Ability to write legibly (or type) *Ability to scan report and find important info quickly	*Forms (AS) *Institutional procedures (AS) *Supervisor *Experienced Staff	*One record goes to unit with juvenile and is regularly updated (chronological behavior record) *Forms are very simple *Inattention to detail and accuracy leads to most problems	1. Follow Proper Procedure as per policy manual (AS)

2.2 (18,20,21) Introduce juvenile to institution (e.g., rules), answer questions, and review behavior contract.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Failure to do so can create confusion/anxiety that often results in acting out behavior *No clearly defined behavioral limits creates conflict between juveniles and staff *Opportunity for JC to begin establishing a rapport with minor	*Knowledge of and ability to explain institutional rules and procedures (AS) *Knowledge of juveniles' rights in the Youth Authority Minimum Stds. -Bathrooms -Meals -Shower -Clean clothes -Privileged communication with attorney and minister -Correspondence -Religious *Verbal communication skills *Social skills (e.g., being relaxed) *Knowledge of and ability to explain juvenile court process, their options and resources for additional information *Knowledge of rules regarding what can and cannot be discussed	*Youth Auth. Minimum Standards documents *Department Procedures Manual (AS) *Institutional Rules	*Provide correct information *Take time to explain thoroughly and answer questions *Situation is stressful for juvenile; try to be helpful and alleviate their anxiety *JC's role is not to judge--leave for the court *Purpose is to alleviate anxiety, promote consistency among staff, clarify expectations *Explain juvenile justice process and time frames but do not tell them what will happen to them--tell them you don't know what will happen *JC should be available to answer questions on an almost continual basis *Be as consistent as possible from minor to minor with your explanations	1. Explain rules and procedures (e.g., grievance) to juvenile 2. Explain disciplinary procedures 3. Answer questions about the facility, staff counselor's role, juvenile's legal status, and the juvenile justice system 4. Review with the juvenile a behavior/admission contract specifying expected behavior at the facility and obtain sign-off from juvenile

3.0 ESCORTING AND TRANSPORTING

3.1 (22) Escort juveniles individually or in groups to and from locations within facility; for example, classrooms, work details, infirmary, court holding room, interview, visiting, or phone room.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Escape, assault risk is very high *Disciplinary action for improper handling *Danger to community is high *Maintain control of the situation *Reduces chances for injuries to staff and minors	*Ability to count *Know how to get to destination efficiently (AS) *Knowledge of process for getting help in case of a problem during escort (AS) *Knowledge of institutional transport policy (AS) *Knowledge of policies re: opposite sex transport (AS) *Ability to apply restraints, handcuffs, shackles (PC832 training)	*Institutional policy manual (AS) *Restraints, handcuffs, and shackles *Wheelchairs, gurneys for injured minors	*Walk where you can see them at all times - not in front! *Count continually *Be sure to keep keys secure - away from the juveniles *Take most secure route *Notify someone (e.g., movement control) that transport is in progress - obtain coverage *Be alert to movements of juveniles during escort *Be sure to not escort opposite sex juvenile in isolated area - if this is not possible, log time out, proceed directly to destination, immediately log in at destination. Leave no time blocks unaccounted for.	

3.2 (23,25,26,27) Transport juveniles individually or in groups to and from locations outside the facility; for example, other facilities, recreational centers, law enforcement agencies, hospitals, courts, airports.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Escape risk is high *Danger to staff and community is high *Reputation of department is at stake when out in the community	*Knowledge of when (AS) and how to use restraints -Handcuffs -Leg irons -Martin chains -Flex cuffs -Transportation belt *Knowledge of security classification of juvenile and other information about case *Knowledge of relevant sections of CDC manual re: transport *Ability to read maps *Knowledge of best route, parking at destination (AS) *Possession of valid California driver's license, good driving record, appropriate license for class of vehicle *Ability to count	*Maps (AS) *Department policy manual (AS) *Other staff	*Take directly to destination and return - no side trips *Give time and mileage (i.e., write down or call it in) *Follow department policy re: opposite sex transport *Check gas, oil, brakes, running condition, tires, release emergency brake prior to leaving facility *Search juvenile for contraband, weapons per department policy *Don't put potential weapons within reach of juvenile (e.g., pencil, screwdriver, keys) *Never let them out of your sight (e.g., to go to the bathroom)	(Before) 1. Search transportation vehicles for weapons, contraband, narcotics (After) 2. Conduct vehicle safety check/inspections 3. Apply appropriate restraints for transportation 4. Obtain any necessary court orders

3.3 (24) Supervise juveniles outside facility; for example, in hospitals, at funerals, at court, at church.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Escape danger is high *Danger to juvenile, staff, community is high *Departmental reputation is at stake	*Knowledge of facility that you are taking them to (e.g., county hospital) -Security system -Special entrances -Parking *Knowledge of who will be there (e.g., family at a funeral) *Knowledge of confidentiality of record/information *Physical ability to restrain juvenile (even when they are in mechanical restraints) *Knowledge of department policy re: what to do if juvenile tries to escape (AS) *Knowledge of emergency procecures (AS) *Knowledge of when a court order is necessary and how to obtain one	*C.O.R.I. *Department policy manual (AS)	*Never let them out of your sight *Do not take side trips *Do not discuss juvenile's case with people outside *Try to set limits with juvenile on what they can do during trip (e.g., involvement in funeral) *Set limits/expectations before you leave - have a plan *Be careful on use of force when restraining a juvenile *Be alert - anticipate problems *Important to keep them out of public places because people do not like to see a juvenile in restraints and may give you problems *May need a court order giving permission to take minor to activity, depending upon conditions under which minor is detained	

4.0 SUPERVISING JUVENILES: DAILY CARE AND CUSTODY

4.1 (30) Inspect rooms/dorms, room contents, and other areas for cleanliness.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Set standards/expectations for juvenile's own welfare *Establishes control *Provides protection against disease among juveniles and staff *May lose certification from Health Department if not done properly *Provides protection for wards & staff by keeping dangerous items out of room *Prevents contraband from being maintained in room	*Knowledge of agency's standards (AS) *Knowledge of min. CYA standards *Knowledge of physical layout of rooms, buildings	*Department policy manual (AS) *Picture of clean room as standard *Diagram or list of cleanliness expectations *CA Youth Authority Standards *Cleaning checklist (AS) *Damage control/checklist (AS)	*Things to check: -Clothes -Bedding -Toilet and sink -Floors, walls, ceiling -Food -Window ledges and panes -Doors - graffiti, dust, etc. -General graffiti *Be sure juveniles are supervised during inspection; don't do it alone *Go strictly by the book	1. Take juveniles out of room 2. Conduct general visual inspection 3. Inspect communications and lighting systems 4. Determine whether they have clean clothes, clean bedding 5. Remove extra or unauthorized items from room

4.2 (31, 32) Supervise use of bathroom facilities and shower.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*This is an opportunity for: -Sexual misconduct -Injuries -Passing of contraband *Can be sued for improper supervision *Proper supervision facilitates a smooth running shift and promotes health and hygiene	*Knowledge of agency procedures (AS) (e.g., male/female rules) *Knowledge of individual case circumstances (AS) *Know risk management-safety standards health standards (AS) *Knowledge of who has and who has not taken a shower when (i.e., need a tracking system of some sort)	*Youth authority consultant *Policy Procedure (AS) Manual *Peers *Supervisors	*Privacy should be maintained between juveniles *Make sure everyone is visible above priv. screen *Be aware of tone/noise level, whispering *No switching soap, etc. *Count those in/those out *Look for marks on body (i.e., tatoos, bruises, medical problem, suicidal marks) *Be aware of individual cases, order of showering, and with whom, what type of group is it, make-up of group *Be aware of classifications *When in group, need more supervision *Look for contraband *Be aware of special circumstances (i.e., burns, casts) *Be consistent in applying time constraints	1. Determine time showers are to be taken 2. Prepare the group – let them know that it is time to go to their rooms & get ready for showers (get undressed, put on robe or towel; gather shampoo, soap) – tell them how long each person has to shower – explain any special rules or circumstances 3. Monitor and control number of juveniles based on number of facilities 4. Supervise area according to agency guidelines 5. Notify supervisor of problems or unusual circumstances

4.3 (33) Pass out supplies (for example, toothpaste, soap, combs, razor blades) and collect returnable supplies.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Maintains control over supplies *Avoids potential physical danger to juveniles/staff (e.g., suicide)	*Knowledge of agency procedure (AS) *CYA standards/rights of juveniles to various supplies *Knowledge of method for storage, location of supplies (AS)	*Checklist (AS) *Housekeeping unit/ personnel (AS)	*Don't allow juveniles to share supplies *Note: -Amounts used -Proper usage *Be sure to check on juvenile classification before handing out dangerous chemicals (e.g., solvents or other supplies	1. Set time for passing out supplies 2. Assess needs and dispense proper amount per policy 3. Check things out/in - count each item 4. Inventory supplies a. Notify proper person when more is needed b. Respond to discrepancies

4.4 (34) Explain personal hygiene procedures to juveniles (e.g., shampooing directions).

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Promotes hygiene *Maintains good health/healthy environment *May help juvenile interact more successfully with others thus developing social skills and enhancing self esteem	*Knowledge of standards of facility *Verbal communication skills *Knowledge of cultural/religious differences in hygiene *Knowledge of allergic reactions and procedure to follow if a medical problem arises *Knowledge of procedures for handling violations of standards *Knowledge of individual case facts and circumstances	*Parents *Nurse *Psychologist *Department policy/procedure manual (AS) *Volunteers, i.e. nursing students	*Be tactful in explaining personal hygiene problems to juveniles *Encourage and teach good hygiene habits (i.e., use of sanitary napkins - don't flush) *Specifics should be dealt with individually *Isolate or use AS procedures for juveniles who violate these standards	1. Orient the juvenile to these expectations upon admission 2. Explain rules and describe particular hygiene problems of the individual 3. Get feedback from juvenile 4. Document feedback in case notes or log 5. Follow up with problem individuals to see that they are maintaining proper hygiene

4.5 (35,36) Handling of clothing and bedding.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
*Promotes cleanliness/hygiene *Avoids disease *Avoids grouping/gang affiliation, thus asserting power/control *Helps maintain staff control (i.e. minors know who is in charge, and they cannot wear anything they would like to, such as gang affiliated clothing)	*Knowledge of: -CYA Standards -Policy standards -Exchange procedure -Sorting procedure -Laundry procedure *Clothing distribution policy (AS)	*Department policy manual (AS) *Laundry list (AS) *CYA Standards	*Be aware of which minor in group has informal control - (i.e., who gets new clothes, good styles) *Supervise the way they wear and care for the clothes (Don't let them go through personal clothing) *Before court appearance and visiting day, assure adequate appearance *When ask for clothes too large, special style - don't give them whatever they ask for - Must try it on, make sure it's not too tight, too baggy (gang affiliation, sexual) *Zippers can be used as weapons, tools *Remember that ties on PJs, bathrobes, can be used for suicide attempts, assaults, etc. *Watch for hoarding of clothes for escape *Be sure laundry is equitably distributed (no favorites) *Watch for socks - can be used to "sniff" chemicals, used as weapons when filled with soap bars	1. Set time to exchange 2. Inform units of who/when will exchange 3. Take inventory 4. Assign sorting task to a juvenile and explain procedure 5. Check condition and fit of clothes 6. Assure that the laundry gets done and is delivered to appropriate area 7. Bag contaminated clothing separately

4.6 (39) Review medical log and medical restrictions.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Prevents possible loss of life or physical harm/illness to minor . Avoids legal liability suit for negligence	. Knowledge of: medical terminology used in institution . Location of medical supplies . CPR and first-aid . Knowledge of who has responsibility for distribution of medications	. Medical log . Procedures manual (AS) . First-aid handbook . Institution medical staff . C.Y.A. standards	. Never change a prescription; always abide by the written prescription . Call medical unit and/or supervisor regarding any questions or problems . If unclear, seek help	1. Review medical log at beginning of shift 2. Review each minor's individual medical sheet 3. Write down special notes (document for yourself the daily schedule of medications and restrictions) 4. Log each time you give medications, etc.; document everything you do 5. Assure appropriate amounts of medication are available

4.7 (41) Pass out medications.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Prevent possible physical illness/harm to minor . Avoid any legal liability and loss of job	. Knowledge of procedure for refusal to take medication (AS) . Familiarity with how to read the medical log (AS) . Should have read medical log that day . Knowledge that in case of uncertainty one should refer to supervisor (i.e., vitamins, bringing own prescribed drug, dietary supplements) . Knowledge of the procedure for medication distribution (AS)	. Procedures manual (AS) . Medical staff . Mental health staff . Supervisor	. Watch for odd behavior - running to bathroom - going to small group in a corner - unusual behavior for individual - wanting to be alone . Watch for reaction, when indicated - allergic reaction - opposite behavior of how medication is supposed to affect individual . PROCEDURE: - pill on the tongue, watch them drink, look under tongue and cheeks . If minor brings own medication in with properly labeled prescription with their own name, should refer to medical unit and/or supervisor . Amount of liquid in the cup should be appropriate amount to swallow the pill	1. Insure have proper medication to proper person at proper times (twins, same names) 2. Give cup, get water, give pill 3. Watch individual take medication 4. Open mouth to check under tongue and in cheek area 5. Watch for odd behavior indicating he's trying to hoard drug 6. Observe individual for a few minutes 7. Log time and date medication was given in appropriate medical log and initial the log entry; if refusal, must be documented, and errors made in giving medications must be reported 8. Take a pill count (each card has matching bottle) matching the number in the bottle with what label indicates

4.8 (42) Identify juvenile in need of medical or psychiatric care and obtain appropriate help/accompany doctor or nurse on medical rounds.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Insures safety/security for the community . Prevents serious physical harm or illness to the minor . Avoids legal liability problems	. Knowledge of: - procedure for reporting or documenting (AS) - first-aid or CPR - what constitutes a serious medical problem - who to refer juvenile to or who to obtain help from . Must have decision-making ability	. Peers, other staff members . Supervisor . Medical/mental health units . C.Y.A. standards . Policy/procedures manual (AS) . Other minors	. When in doubt, treat as if serious illness or injury . Have necessary restraints available . Get names of all people notified, time, date, subject matter, chronological order (for reporting and documenting) . Do not interpret medical problems; always refer to appropriate source (person) – describe behavior . Maintain constant supervision of juvenile . A juvenile may pretend to be injured or ill as an effort to escape or get attention; always treat as if the problem is real and take necessary precautions against escape, etc. . Take minors seriously when they report that another minor is having a problem	1. Conduct daily sick call 2. Anytime there is a request to see a doctor: - evaluate seriousness of illness or injury - render any immediate first-aid necessary - notify supervisor - put individual on sick call - notify medical and mental health services - if medical/mental health unavailable, contact supervisor . 3. Report and document all injuries and illnesses (verbal and written)

4.9 (43,44,45,46,49,51) Supervising meal time.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Proper supervision prevents: - obtaining weapons - riots, fights - injury to minor or staff - health hazards - physical harm to juvenile, i.e., starvation or malnutrition - smuggling food - passing contraband . Promotes social (and health) skills by teaching manners and nutritional values . Proper supervision by staff assures good control over the group and clearly shows who the authority is in the facility	. Knowledge of - rules for meals and behavior expectations (AS) - group dynamics - emergency group control plan (AS) - appropriate etiquette and table manners - dining room procedures (AS) . Good listening skills & vision	. Dietary/kitchen staff . Supervisor . Policy manual (AS) . C.Y.A. standards	. Preparation of minors - calm, lined up, count, right people in appropriate groups . Meal time is critical time for problems . Watch for groupings . Staff should always be visible . Do not allow staff to sit together in corner - spread staff supervision throughout dining area . No trading food . A minimum of 30 minutes is required per meal . Make seating assignments when appropriate . Watch for intimidation by leaders within the group . Watch for consistent proportion of food among all minors . Listen to tone of group . Watch for refusal to eat dessert as an unusual behavior . No food should be brought back to rooms . Watch eating habits (excessive use of sugar or salt) . Confront situations as they come up; be assertive in discipline	1. Post meal times 2. Allow adequate time to get them prepared for meal 3. Determine count for each meal; special diets, how many with group, how many in rooms, how many with special plates or trays, any special circumstances 4. Assign K.P. (helpers) 5. Count silverware at appointed times 6. Serve meal (issuing silverware if applicable) 7. Supervise and monitor during meal - report shortages (food) - give to individuals in rooms - make sure rules are upheld 8. Clean up; supervise K.P. helpers 9. Dispense snacks at appropriate times

4.9 (43,44,45,46,49,51) Continued

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
			. Get everything back from isolated minor - document what they eat or if they are not eating . Do not allow inappropriate complaints about food . Mealtime is a good opportunity to address the group and establish oneself as figure of authority . Cannot withold food as a means of discipline	10. If new person booked, feed upon request

4.10 (47) Verify tray and silverware counts.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Proper verification and counting prevents minors from: - disrupting normal routine - escaping - harming other minors or staff - using dangerous weapons . Proper supervision avoids legal liability of staff	. Knowledge of: - policy and procedure for counting (AS) - procedure used when items are missing (AS) . Ability to count	. Procedures manual (AS) . Experienced staff	. Taking silverware is an indication of possible grudges, need for attention, or plans for escape or plans to attack someone . Must find missing silverware regardless of time taken . Staff must never lie about the count or rationalize a missing item . Check and re-check!	1. Count (Before & after) 2. Account for missing items 3. Notify supervisor and other staff member of missing utensils 4. Search for missing utensil (AS)

4.11 (52) Monitor and intervene before fight occurs.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Preventative measures facilitate smoother running shifts with less paperwork and more time to work on treatment rather than crisis solving . Avoids possible physical harm to juvenile or others . Creates an opportunity for juveniles to learn appropriate conflict resolution skills	. Ability to establish good rapport with kids . Knowledge of: - behavior management techniques - assaultive behavior and restraint techniques - street situations that could be carried into the institution - group dynamics	. Written or verbal communication in the form of log books or from interaction with staff members . Other juveniles in facility . Experienced staff (for help with handling techniques for varying situations)	. Major emphasis is on prevention/intervention . Staff must be visible at all times . Keep good communication between shifts . Listen to tone of group (e.g., too quiet or louder than usual) . Be mobile . Take threats seriously . Don't preoccupy self, be attentive to juveniles . Clues: - hanging around staff - hearing argument - groupings - one kid going back and forth between two groups - whispering - escalation of noise level or extreme quiet - body language . Go with your feelings - don't always wait for all the facts to surface . When group leaders leave, others begin a power struggle . Identify group leader *Watch minors "in-training" for fights, assaultive actions	1. Pick up clues by being attentive at all times and observing group situation 2. Confront situation as group or individuals - state consequences, give alternatives 3. Get commitment from group or individuals 4. Bring problem out in the open - diffuse tension 5. Isolate or separate problem individuals or entire group (AS) 6. Communicate to staff on other shifts 7. Document and report in unit log 8. Notify Supervisor of problems

4.11 (52) Continued

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
60			*Notice which individuals and/or groups first approach a new minor in the living unit - may be recruiting . Security and control of group is priority . Proper placement of wards; don't place wards in the same area if they may be enemies or from different gangs, etc. . Maintain control at all times	61

4.12 (53,54) Break up fights and "horseplay."

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Prevents physical injury/harm to minors and staff . Avoids legal liability for staff	. Knowledge of: - disturbance procedure (AS) - restraint training - self-defense - hand-cuff procedures (AS) - tie-down (AS) - hostage policy, emergency procedures (AS) - drug induced conditions - ability to maintain composure . (Physical ability to break up fights)	. Other agencies (police) (AS) . Restraints (AS) . Tear Gas (AS) . Means to call for assistance (AS) . Policy Manual . Training classes	. Watch for: - facial expression, level of anger, tone of voice, reaction of the rest of the group . Panic/Alarm Button: - if one feels one can't handle situation, especially when alone, don't hesitate to use . Be aware of placement of surroundings, minors in room, and placement of staff, doors, etc. . Use minimum proper restraint (force) . Remain calm; if you get upset, get out of the situation if possible . Give orders, directions when appropriate . Verbally de-escalate . Safety of staff comes first . Take charge - be in control	1. Determine whether fight, horseplay, or diversion 2. Take appropriate action - hit alarm system and/or seek assistance (AS) - lock up rest of group or isolate them, secure them (AS) - deal with fight 3. Document and report 4. Complete follow-up reports, medical reports 5. Other agencies notified when appropriate 6. Investigate to determine real reasons for fight — do follow-up counseling so it won't reoccur

4.13 (55) Conduct on-the-spot counseling.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Prevents physical danger to self or others . Avoids possible legal liability of staff . Maintains control of group . Establishes appropriate relationships/rapport between staff and minor . Creates a learning situation for the juvenile to observe appropriate behaviors (role-modeling) . Gives minors immediate feedback to help them develop insight into their perceived problems	. Knowledge of: - available resources - crisis intervention techniques - basic procedure for crisis intervention (AS) - basic counseling techniques . Ability to communicate clearly and effectively	. Procedures manual (AS) . Mental health staff . Field Probation Officer . Attorney or public defendant . Parents . Volunteers . Chaplain . Supervisor is best resource . Other juveniles . Other staff members	. Talk to juvenile - verbalize . Find out what the problem is . Look at physical signs - hysterical - violent - silent - depressed - crying - withdrawal - demanding attention . Practice active listening skills . Listen to tone of group (whether louder or more quiet than usual) . Remember: Group comes first - some minors demand a great deal of staff time when their problem does not warrant it	1. Notify supervisor 2. Staff and/or juvenile identifies problem 3. Determine degree of seriousness 4. Refer to appropriate resources 5. Document steps taken

4.14 (56) Respond to juveniles' questions or requests.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Maintains staff's control of group . Reduces anxiety of juveniles . Avoids legal consequences, depending upon what question or request is . Avoids possible acting out, violence, physical danger	. Knowledge of: - unit routine (AS) - guidelines for confidentiality - legal ramifications of various situations - resources . Knowledge that: - this is a critical area for new staff; they will be tested by juveniles - juveniles will use manipulative techniques in asking questions to suit their own purposes	. Co-workers . Supervisor . Other personnel (P.O., mental health, lawyer) . Policy manual (AS) . Log books (AS) . Juvenile's file	. Juveniles test new staff by asking lots of questions . Don't be afraid to say "no" or "I don't know" . Control question, structure times . DO NOT DISCUSS: LEGAL OR ETHICAL - court matter - placement plans - release plans - case - medical problems - other minor's problems - staff . Watch for questions that seem to have a hidden agenda or meaning - "what would you do if..?" - "why do we do it this way instead of other way?" . Do not let them read their files . Read logs to find answers when appropriate	1. Establish with group appropriate times for answering questions or requests 2. Determine nature of question - motive - need of juvenile - time - appropriateness - whether the question is for you or others 3. Respond or refer or delay 4. Document if appropriate

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67

4.15 (57, 58, 59) Handling rule infractions.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Proper handling of rule infractions assures that staff will maintain control over group and will facilitate a smooth running facility . Juveniles can see appropriate means of handling violations thus staff provides good role models . Proper handling of rule infractions will result in fewer grievances	. Knowledge of: - grievance procedure (AS) - institution's rules (AS) - what staff is allowed to do (legally) as consequences (AS) - agency policy and rules/consequences and appropriate discipline (AS) & CYA Standards - the specific group dynamics and the individuals (AS) - the procedure for documentation (AS) - written communication skills - C.Y.A. standards	. Supervisor . C.Y.A. standards . WI code . Procedures manual (AS) . Institution's rules (AS) . Co-worker	. Aggressively investigate to identify infraction and violation . Don't be afraid to isolate all juveniles or to shut the whole unit down (get approval from supervisor) . No negotiation or debate . Take ownership of rules . Don't promise something that isn't possible . Be firm, clear, concise, to the point, don't personalize, remain open-minded . Admit your own mistakes when appropriate . Acknowledge situations that arise that you are unable to handle alone and acknowledge when you cannot work with a particular juvenile; then refer to appropropriate staff . Rules and consequences should be posted for the juveniles and juveniles should be familiar with the rules and consequences . Rules should be applied as equally as possible to all minors in living unit	1. Identify rule violation 2. Confront situation immediately 3. Isolate violator(s) if possible 4. Talk to juvenile, discuss rule infraction - make sure they know they broke rule 5. Discuss consequences 6. Discuss grievance procedure - explain steps 7. Get commitment from juvenile 8. Assess emotional stability of juvenile and determine where to place him (special program; back with group or alone) 9. Document entire process 10. Re-evaluate/follow-up - consult with supervisor - review log entries

4.15 (57, 58, 59) Continued

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
				- review with staff - make recommendation 11. Enforce discipline of other staff as well as your own when appropriate

4.16 (60) Lead group problem solving discussions.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Provides an educational experience for juveniles by demonstrating appropriate conflict resolution and communication skills . Promotes cohesiveness within the group . Prevents fights, suicides by providing alternative method of frustration or anger release . Avoids possible legal liabilities of staff . Provides positive and productive role model	. Knowledge of: - group dynamics - confidentiality rules - what information must be passed on to authority - group counseling process/techniques - agency procedure for groups (AS) - potential limitations of some staff leading particular subject matter (i.e., males discussing topics concerning females with young embarrassed females)	. Volunteers - AA meetings - smoking clinics . Community resources . Library . Mental health staff . Medical staff . Schools . Supervisor . Procedures manual (AS) . Probation officer, representative of the court	. Stress confidentiality . Maintain control . Stay on task . Maintain self as facilitator	1. Determine type of group necessary to address problem (i.e., therapeutic or educational) 2. Determine who is appropriate group leader - if not self, call supervisor or co-worker 3. Choose time and place 4. Plan agenda or approach - teaching - therapeutic 5. Decide make-up of group 6. Call group together 7. Explain purpose of meeting to group 8. Lay down group guidelines or rules - structure group 9. Conduct group 10. Come to resolution 11. Adjourn meeting 12. Document 13. Observe post-group behavior

4.17 (61) Evaluate and grade juveniles' behavior for merit lists, leadership programs, daily point, and/or "good week" systems.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Teaches juveniles to get recognition and rewards in acceptable ways . Promotes consistency in evaluations . Helps new counselors do therapeutic counseling . Provides a means of establishing staff control over juveniles	. Knowledge of agency procedure (AS) . Be familiar with behavior modification theory	. Co-workers . Unit manual (AS) . Mental health staff . C.Y.A. standards	. Be consistent . Don't use as leverage to manipulate juveniles inappropriately . Be unbiased . Maintain open communication with co-workers . Stay away from always using median point when evaluating in order to maintain a group perspective and to get better indication of poor/good behavior *Explain to minors - expectations - reasons	

4.18 (62) Monitor and supervise juvenile phone calls.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Proper supervision: - promotes family relations - avoids/prevents acting out situations with juveniles - avoids possible legal liabilities of staff	. Knowledge of: - legal responsibilities and liabilities - intitution and unit policy (AS) --who can make calls, who can't --who can be monitored --when monitoring is allowed - privacy rights law - appropriate times to terminate conversations	. Phone book . WI code . C.Y.A. standards . Procedures manual (AS)	. This is an emotional issue for juveniles - one of few contacts they have with outside world or people close to them - may gather information that is upsetting; bad news at home or with girlfriend/boyfriend - may apply pressure on parents to get them released, come to court appearances, bring treats when visiting - may pass messages to friends . Assure proper authorization for calls . Juveniles use phone calls to manipulate staff - use as an excuse to get out; if don't get call or someone is not home or if receiving bad news	1. Set schedule (time, name, to whom) and keep list 2. Monitor when appropriate and/or observe post-call behavior 3. Attend to any potential problem - Receiving bad news - Argument over phone 4. Document according to policy (AS)

5.0 SUPERVISING JUVENILES: RECREATIONAL OR LEISURE TIME ACTIVITIES

5.1 (63, 64, 65, 66, 68, 69, 70) Supervising juveniles during recreational or leisure time activities.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Inappropriate activity may lead to frustration, injury, fights . If recreational program cannot be managed, juveniles will have a great deal of idle time which leads to problems . Recreational activities: - use up energy - build physical skills, self-esteem - remove dead times (boredom) during which problems arise - provide opportunities for interaction with peers, following directions, teamwork, success experience	. Knowledge of skills, requirements, rules of games or activities . Ability to communicate rules of: - basketball - softball - volleyball - football . Knowledge of institutional policy regarding participation in activities, suggested activities . Knowledge of C.Y.A. minimum standards regarding exercise (e.g., large muscle activity) . Knowledge of behavior under competitive conditions . Knowledge of indoor games, activities - very basic . Knowledge of first-aid, CPR . How to respond to injuries (e.g., who to call)	. Dept. policy manuals . C.Y.A. minimum standards on number of hours of exercise . Activities book . Park & Recreation Dept. personnel	. Match recreational activity with maturity and ability level of juveniles . Try to integrate teams, consider best ways to choose teams . Keep all juveniles within range of vision . Maintain 1:10 staff/child ratio . Behavioral signs of problems: - non-participation - racial/ethnic grouping - arguments - agitating, teasing . If problem occurs, terminate activity . Avoid outside stimuli, agitation . Watch and anticipate danger in connection with equipment for games . If alone, stay near alarm system (notification system) . Check supplies in and out to avoid equipment loss - get all equipment . Have system for taking turns to avoid intimidation/fights . During social activities: - have male and female staff - more than one staff, have one mingling and one near control system	1. Plan and schedule outdoor recreational activities (e.g., assess level of group) 2. Explain exactly what is going to happen and what is expected and consequences of failure to follow rules 3. Collect all needed equipment 4. Escort to recreation area 5. If needed, teach basic skills (but don't let it interfere with supervision)

5.1 (63, 64, 65, 66, 68, 69, 70) Continued

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
			- have good lighting of area - vary music by ethnic composition of group . During field trips: - keep group together - as much as possible, keep them from making contacts with friends in community - any incident, terminate the activity - take some kind of restraint with you . Watch for passing of contraband and/or letters/notes	

6.0 SUPERVISING JUVENILES: WORK DETAILS

6.1 (71,72,73,74,75,77) Supervising juveniles during work details.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Poor clean-up results in: - poor sanitation - bad odors - trashed-up facility . Disciplinary measures against staff member . Inappropriate selection of juveniles leads to problems: - dangerous situations - work does not get done - possible injuries . If work equipment is not cleaned up, it will not work long . Good clean-up results in good self image of staff and minors . Develops good work skills/ habits	. Knowledge of institutional rules regarding time frame for work activities . Knowledge of and ability to safely use equipment required for work; for example: - buffer - lawn mower . Know first-aid, CPR	. Institutional procedures . Other experienced staff . C.Y.A. standards	. Identify juveniles who are not management problems: - least likely to cause problems - consider past behavior - consider classification status and nature of the work (e.g., equipment) - ability to use tools or to learn . Instruct juveniles regarding touching, handling animals on the outside . Explain expectations and consequences for work detail . Learn what the juvenile wants or needs to be motivated; for example, praise, recognition . Do not leave equipment/tools/cleaning supplies laying around . Be sure that you get back what you check out . Be cautious in taking security risk or suicide risk on work detail . Check medical status before assigning to various activities/work assignments . Never let them out of your sight-position yourself where you can see entire group	1. Inspect work equipment for safety (73) 2. Identify juveniles available/able to work 3. Determine task (what and where) and plan for managing work 4. Instruct/train juveniles in how to perform the task-very simply, ensure understanding 5. Provide positive reinforcement for good work 6. Inspect all work and have them do it over if necessary 7. Collect tools and supervise clean-up 8. Maintain work record – who, where, when, how long

6.1 (71,72,73,74,75,77) Continued

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
			. Make sure the task has meaning, gives the minor sense of accomplishment . Discuss safety precautions to be taken with minor depending on the equipment being used	

7.0 CASEWORK

7.1 (78,79) Gathering information on individual juvenile.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Almost every incident is preceded by talk or some other sign . Information of this sort prevents incidents, helps de-escalate when they occur	. Interviewing skills - listening - questioning techniques - non-judgmental response . Knowledge of your role in the institution, expectations that superiors/peers have for your performance - legal mission of institution . Awareness of differences in value systems: - career criminal - adolescents in general - psychologically disturbed kids - physically and sexually abused minors . Awareness of own preconceptions about personalities of juveniles and their own value system	. Case file . Log . Incident reports . Other staff	. Things to look for in case file or log: - negative reports of behavioral incidents --assaults --escape --gang affiliation --suicide attempts --chronic isolation --social isolation --peer interaction: victim or victimizer --homosexual behavior --racist behavior - unusual behaviors and/or appearance - failure to mix with own ethnic group . Talk with juvenile: - willingness to talk - questions: --why they are there --ask about how they are doing; concerns --goals after confinement . Observations - where they stand in the hierarchy - interaction with staff, parents - with respect to parents, look for support system - skills, abilities, interests - habits (e.g., hygiene, table manners, eating/hoarding food)	1. Review case file and log 2. Talk with juvenile 3. Observe interactions with others 4. Listen to what other kids are saying about the juvenile 5. Talk with other staff about their observations (e.g., nurse, probation officer) 6. Talk with parents to get their observations

7.1 (78,79) Continued

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
			. Talking with other juveniles - take with a grain of salt - look for convergence across sources - consider their motives - if possible future incident is mentioned, better attend, even if doubtful . Asking other staff can help you approach juvenile, broaden, verify your perspective . Note any symbols/letters/pictures drawn on paper, books, walls	

7.2 (80,195,198) Develop counseling goals and individualized treatment plans.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Build rapport, communication with juvenile . Plan fits the individual, thus more likely to result in progress . Helps make the minor a productive member of society	. Knowledge of and ability to apply basic behavioral management principles: - reinforcement - goal setting - punishment . Legal constraint on use of rewards and punishments . Knowledge of basic counseling techniques	. Consultants . Juvenile . Peers, supervisors . Parents, family . Mental Health Unit	. Set specific behavioral goals consistent with ability of juvenile . With more difficult kids, consult with psychiatrist or other specialist . Communicate with peers for consistency . Communicate with supervisor for approval . Set several short term treatment goals in addition to long term goals . Be realistic	1. Review information you have on juvenile 2. Clearly identify problems and resources 3. Clearly identify ability levels 4. Talk with juveniles about goals and plan for assessing programs 5. Plan strategy, time, rewards for accomplishing plan 6. Communicate plan with peers and supervisors 7. Follow through and update goals whenever appropriate

7.3 (81,198) Counsel juveniles on a one-to-one basis.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. This is where behavior change occurs . Greater control of individuals and groups . Provides a support and information system for the JC	. Active listening, observing skills (e.g., non-verbal cues) . Basic communication skills . Good interpersonal skills (e.g., sense of humor) . Self-confident and assertive . Basic behavioral principles		. Establish non-threatening atmosphere - nonverbal - verbal . If possible, counsel with juvenile when there are not a lot of interruptions or distractions . Typically, very brief . Listen carefully . Provide options or alternatives . Provide feedback on what they are saying . Must follow through on anything you commit to . Be direct, sincere, honest . Permit informal spontaneous sessions initiated by minors	1. Document important information obtained from session 2. Set future sessions for follow up when necessary

7.4 (82) Conduct formal or structured group counseling sessions with juveniles.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Participation increases "buy-in" from juveniles into program . Increased sense of control over their fate . Control is provided by pre-established limits and management methods . Can be a highly explosive situation because of the numbers or emotional degree of subject matter . Develops social skills in minors	. Self-confidence . Knowledge of group dynamics, roles individuals play in groups, spot negative trends in discussion . Assertiveness skills . Sense of humor (Training might be best accomplished through modeling/role playing techniques.)	. Peers/staff . Supervisors	. Set rules, purpose, expectations for group during the meeting - no verbal/physical assaults (name calling) - time limit - general topics to be discussed . Assume leadership role: - encourage constructive participation from all through questions - provide alternatives, ideas - make clear the things you do and do not have control over - control group within established boundaries - redirect responsibility where appropriate . Provide group with feedback on progress or lack of it	1. Maintain record of sessions 2. Measure progress and note ideas for future development 3. Evaluate session - valuable for other staff

7.5 (84,85,104,191,194) Assess and report juvenile's progress toward program goals.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Provides evidence/feedback based on actual performance . Affects juvenile's future motivation to change . Aids court when evaluating minor's progress	. Writing skills - specific behavioral examples - use professional terminology (e.g., not street language, not institutionally-specific language) . Communication skills . Knowledge of and ability to use institution's reporting system	. Care file, log	. Objectivity of observation is important . All statements must have a basis in fact . Describe actual behavior only — only state motives when they have been told to you . Agreement by staff and minor on level of progress made (or not made) is critical	1. Review individual's goals 2. Review documentation, notes - gather concrete examples 3. Talk with others who are working with the juvenile 4. Talk with juvenile about progress or lack thereof 5. Record evaluation in each file and log 6. Modify case goals/plan as appropriate 7. Refer to Task 7.2

7.6 (36) Make recommendations for program advancement/graduation.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Poor planning results in lost credibility and motivation Properly done — gives minor a successful experience Poorly done — sets minor up for failure	. Knowledge of institution policy (AS) . Knowledge of and ability to read court orders (AS) . Writing skills . Knowledge of formal recommendation report (AS) . Knowledge of institutional options; for example: - job corps - family counseling - work furlough . Interdepartmental communication skills - knowledge of role of PO, court	. Court order . Case file . Contacts with PO . Peers . Program Policies . Mental Health Unit	. Never communicate with attorneys unless you have specific approval . Make final decision with staff in authority . Do not get involved in areas of case you are not supposed to	1. Determine what options are available within institution 2. Determine conditions of probation and see court order 3. Confer with PO and supervisor 4. Review all information on case 5. Talk with juvenile 6. Consider abilities of juvenile 7. Write a recommendation report — remaining as objective as possible
101				102

8.0 RECORD KEEPING, REPORT WRITING

8.1 (87,88,89,90,93,94,95,96,100,101,188,189,190,191) Recordkeeping.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Critical but not addressed through formal training	. Knowledge of institutional procedures recording information and completing logs (AS) . On-the-job training, very simple . Ability to attend to detail (housekeeping) . Reading . Legible writing . Clerical speed and accuracy	. Procedures Manual (AS)	. Do not deviate from procedure	1. Follow departmental institutional procedure for record keeping (AS)

8.2 (102,103,105,190,191) Report writing.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Proper written documentation is required for any legal action . Provides juveniles with sense of safety . Protects staff from false allegations . Key source of information for management of institution: - to higher management - between shifts . Used in making individual case treatment plans or making changes in confinement	. Know rules of the institution . Familiarity with the Penal Code . Miranda Rights . Writing skills - speed - concise - specificity - factual, no opinion . Important for formal training because there is not time to train OJT . Interviewing skills . Communication skills (or expectations) . Familiarity with Report Forms and when to use appropriate form	. Other incident reports . Penal Code . Miranda card . Institutional policy/ procedures manual . Supervisor	. In completing these reports: - be factual, be specific - who, what, where, when, how, why (e.g., intent) - written for and acceptable to the legal community - rules of evidence - document the fact that the rules were explained to juvenile - your response to the incident - legible or typewritten - report should be written within reasonable time after incident (AS) - chronological report of facts - brief and concise - objective report of facts - don't include opinions (e.g., make inflammatory remarks) . Never leave to memory . Staff is held accountable for reports	

9.0 SEARCHING AND SECURING

9.1 (107, 108, 109) Conducting juvenile counts.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Liability for juveniles' safety . Negligence - duty to provide and care . Accurate counting procedures: - assures security and safety of juveniles, staff and the community - avoids possible legal liabilities for negligence in providing and caring for juveniles	. Knowledge of: - agency escape procedure (AS) - agency count procedure . Understand log book entries	. Log books, log system . Peers, co-workers . Supervisor	. Counting is a priority and security issue . At bedchecks and other counts, be sure to actually physically see part of the juvenile (skin, etc.)	1. Ask and look in log book to see how many juveniles should be present 2. Keep roster of location of bodies 3. Count - physical 4. Ascertain that all counts correspond 5. If discrepancy, recount 6. If discrepancy, identify who is missing and how many 7. Notify supervisor and/or appropriate person 8. Document 9. Take appropriate action (AS)

9.2 (110, 111) Maintain visual contact and account for location.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Assures community, staff, and juvenile safety and security . Avoids legal liability of staff . Maintains control by staff over juveniles	. Knowledge of: - blind spots and vulnerable spots in building (AS) - lay out of environment (AS) - how to read and interpret log book - agency procedure for tracking locations (AS) --requirements for individuals in isolation, suicide status, room checks --if vision is blocked, must go in with backup - general classification of all minors in care	. Log books . Procedures manual (AS) . C.Y.A. standards . Peers . Supervisors	. Maintain open communication with staff . Conduct frequent counts as a matter of routine . Be aware of your area of responsibility, especially when working with another staff member (Division of Duties)	1. Maintain visual contact of juveniles 2. Know where staff is located and notify staff where you are 3. Check or note in log book or resources for location if juvenile is not physically/ visually present 4. Contact school, court to verify juvenile's presence, if appropriate 5. Notify, communicate information as to location of juveniles to appropriate personnel

9.3 (112) Lock and unlock rooms/dormitories and other gates/doors.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Proper maintenance of locked rooms: - prevents escapes - provides security and safety to community, staff, and juveniles - prevents legal liability of staff	. Knowledge of: - safety techniques - agency policy for locking doors **(AS)** - which doors are locked and which are not **(AS)** - emergency procedure for jammed locks **(AS)** - report procedure for maintenance needs **(AS)** - location of key(s) - appropriate keys for appropriate locations **(AS)**	. Maintenance staff . Supervisor . Procedures manual **(AS)**	. Techniques: - do not stand in front of door - visually check in room - control door with one hand - remove key immediately from door - get juvenile out of room - re-lock or leave unlocked according to policy **(AS)** - check to ascertain if all locks work properly - keep keys attached to body; on string, etc. - never give keys to juvenile to unlock or lock door for you	1. Determine if safe to open door 2. Insure other staff member observes you 3. Make sure doors are locked when appropriate or required and vice versa 4. Make regular checks on doors 5. Be sure have emergency procedure and/or tools for jammed locks 6. Report damage/maintenance needs immediately

9.4 (113) Operate and control lights in rooms/dormitories.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Provides proper and safe environment for juveniles and staff	. Knowledge of: - location and proper operation of lights (AS) --switch box locations --fuse box --candles, flashlights - emergency backup system (AS) - agency hours and policies for lights-out (AS)	. Maintenance staff . Adequate supplies . Diagram of light system . CYA Standards . W & I Code	. Must have night lights on at night . Report maintenance needs immediately . Light fixtures may be used to hide contraband	1. Make regular checks, especially individual's room light 2. Document and report problems/malfunctions

9.5 (114, 115, 116, 126, 127) Conduct security checks.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Prevents escapes . Provides safety and security for juveniles, staff, and community . Avoids legal liability of staff	. Knowledge of: - phsyical plant (AS) --where things should be - agency procedure (AS) - potential problem locations (AS)	. Checklist, if available . Procedures manual (AS) . Supervisor	. Look for/check: - tampered locks/windows - excess clothing - car in lot where shouldn't be - if things have been left out when they shouldn't be --heating ducts - rattle doors, windows - maintenance, tools, etc. - volunteer's purses, etc. - any unusual situation that doesn't fit environment . Stagger times of regular checks so there is no consistent pattern	1. Coming on shift, check before you let juveniles out 2. Verify doors locked and windows closed, look for contraband, security hazard 3. Secure and check doors and/or fences in areas used for recreation, church services, special program, etc. (e.g., field) 4. Communicate with staff 5. Document unusual circumstances 6. Take corrective actions where necessary

9.6 (117) Keep inventory of dangerous tools/weapons/silverware.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Prevents possible legal liability of staff . Provides protection (safety and security) to other juveniles and staff . Prevents damage to county equipment	. Be familiar with inventory control procedure (AS) . Knowledge of where tools, etc. are kept (AS) . Be familiar with the form used for inventory control (i.e., checklist, etc.) (AS)	. List, itemized by items -some type of checklist (AS) . Supervisor . Maintenance staff . Procedures manual (AS)	. Communicate with staff . Be honest, careful, conscientious . Count going out and coming in	1. Conduct a visual check-count, verify against list 2. Report to supervisor or other staff 3. Document 4. If discrepancy, follow agency procedure for missing item 5. Institute searching procedure at instruction of supervisor

9.7 (118, 119) Search room and other areas.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Protects against possible legal liability of staff . Prevents contraband from being brought into the institution . Provides for the safety and security of the juveniles, staff, and the community	. Knowledge of agency's procedures regarding times, places, etc. . POST-training on body and room search should have been completed	. PC 832 "POST" Training . Procedures manual (AS)	. Be methodical and thorough . Vary times, stagger . Same procedure, be systematic . Conduct room and body searches at same time . Be familiar with common locations for hiding contraband . Follow rules of evidence when searching for illegal contraband - search with another staff member as a team to verify findings	1. Notify supervisor of search to be conducted 2. Follow Dept. Procedures 3. Document search

9.8 (120, 121) Screen and distribute mail.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Insures confidentiality laws are upheld . Avoids possible legal liabilities and potential loss of cases due to infraction of law . Prevents contraband from entering in stitution	. Knowledge of the departmental procedure (AS)	. C.Y.A. standards . Supervisor . Procedures manual (AS)	. Keep aware of evolving areas of law	

123

124

9.9 (122, 123, 124) Conduct searches and confiscate contraband.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Prevents loss of case due to improper handling of evidence or search . Promotes - Safety of staff - Safety of residents	. POST PC 832 . Knowledge of procedure regarding chain of evidence	. Policy Manual . Experienced staff . Supervisor	. Observe before perform . Don't conduct alone . Be systematic, thorough	

9.10 (125) Check to see that all equipment is functioning properly.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Provides a healthy, safe environment for juveniles and staff . Prevents liability of staff for injury, etc.	. Be familiar with equipment; know how it is supposed to function and where keys are (AS)	. Supervisor . C.Y.A. standards . Policy manual (AS) . Safety Rules	. Communicate with staff . Be alert - listen to kids - staff . Do not use equipment that is not functioning properly	1. Make regular checks of equipment 2. Notify supervisor if malfunction 3. Document time and what you did 4. Complete a maintenance request immediately when appropriate

9.11 (128) Investigate disturbances or suspicious activities. (A new entry level JIC would probably not be involved in this.)

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Prevent potentially dangerous situations, such as hostage situation or passing of contraband . Provide for the safety and security of the juveniles and the staff	. Knowledge of: - normal routine/schedule of building (AS) - resources available (AS) - surrounding area's (community) routines (AS) - institution's communication systems and how they operate (AS) - appropriate person to contact in various situations (AS)	. Supervisor . Communication device . Police, resources for assistance . Policy Manual	. Do not leave building . Do not go in alone without knowledge of situation . Be aware of unusual noises, inside or out of building or unit . Visually observe before going into an area of disturbance, if possible . Be cautious, conservative . Be observant and keep communication open between staff; inform staff, co-workers of any potential problems/disturbances . Inform another staff member before investigating further, get a 'back-up'	1. Notify supervisor or appropriate person 2. Notify co-worker(s)/ Supervisor 3. Secure minors or supervise if appropriate (AS) 4. Document - informational report

9.12 (129) Assist in search for missing/escaped juveniles within or outside facility.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Proper assistance helps maintain the safety and security of the community . Prevents legal liability on the part of staff	. Knowledge of: - agency search procedures (AS) - which juvenile(s) has escaped --what juvenile looks like --what crime juvenile committed --how potentially dangerous juvenile is - escape procedures (AS) . Ability to move quickly and subdue a minor once caught	. Police . Supervisor . Co-workers . Parents . Procedures manual (AS)	. Staff must have identification from institution if off grounds . If off grounds, must have: - communication device - restraint device - flashlight, if dark . Work as team with other staff . Use good judgment, don't endanger yourself . Check in regularly with someone back at facility . Report to supervisor	1. Report-advise law enforcement as to degree of danger of juvenile 2. Follow supervisory directions and facility procedure 3. Complete report as necessary

9.13 (130) Account for facility keys.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Maintain safety and security of community by not allowing escape of juveniles . Maintain safety of staff and minors within the facility . Maintain safety and security of county equipment	. Knowledge of agency rules and procedures (AS)	. Procedures manual (AS)	. Keep keys securely fastened to body and in pocket . Don't give keys to juveniles . Don't tell juveniles which key works on which locks . Keys must be clearly marked or of a different size and shape for juveniles' rooms so staff can find appropriate keys in dark or in case of emergency . Report and document losses/ damages immediately	

10.0 SUPERVISING NON-INMATE MOVEMENT, VISITORS

10.1 (131,132,133,134) Supervising non-inmate movement, visitors.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Controls what comes in and goes out of institution - staff safety - juvenile safety . Medical problems from drugs smuggled in . Provides information of insight into parent-child interaction Enhances the public image of the facility/department	. Institutional policy regarding: - who can be admitted - what kind of ID required - what items can be brought in . Penal code section on what can not be brought into institution . Ability to read and apply court orders . Knowledge of institution policy regarding provisions for special visits	. Posted sign or notification on visitors allowed and what cannot be brought in . Court order . C.Y.A. standards . Penal Code . Policy Manual	. Things to watch for: - abusive, angry or intoxicated visitors - any adolescent - behavior indicating person is not who they say they are (e.g., kissing by girlfriend) . Preventing smuggling of contraband: - watch for anything passed - search juveniles after visit - maintain visual surveillance - search area where visit occurred . Check area of visit before visit and after . Do not listen (eavesdrop) on privileged communication	1(132). Screen, and, if warranted, search visitors or their belongings (CS) 2(134). Search articles, packages, property, money left by visitors for juveniles 3(131). Admit/release visitors, including attorneys, ministers, and juveniles' visitors 4(133). Supervise contact visits in order to prevent smuggling of contraband or other unauthorized or illegal activities 5. Maintain record of all visits.

11.0 EMERGENCIES

11.1 (138,139,140,141,142,143) Activating alarms and providing assistance in emergencies.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Severe (e.g., death) danger to staff and juveniles if mishandled . Escape possibility 139	. Institutional policy regarding: when to sound alarm, but basically whenever need help or are in doubt . Knowledge of and ability to use institutional alarm system . Ability to assess the seriousness of a problem and to request appropriate assistance . Knowledge of backup alarm/assistance system . Current location of available staff . Knowledge of management of assaultive behavior (case law on use of mechanical restraints, force) - progressive series of interventions - isolation/segregation - reasonable force (department policy) - county policy regarding hostage situations . Knowledge of institutional procedure in case of: - hostages - fires, earthquakes - fights, riots - suicides, deaths - medical emergencies	. Institutional policy/ procedures manual . Evacuation plans (AS) . Community resources (other agencies)	. Need someone with immediate access to alarm at all times . Do not assist other personnel without providing supervision for your own juveniles . Progressive series of interventions: - talk - get help - isolate/segregate - physically restrain . When help arrives, staff member who is having the problem with the juvenile should withdraw if possible . When assisting, follow the lead, listen to instructions from staff member in charge . Assure juveniles that you have a plan and can get them out . Relegate decision making role when appropriate personnel are present	1(138). Activate alarm system to alert all staff in case of an emergency (e.g., assault, fire) 2(139). Dispatch help 3(140). Assist personnel in another unit or cottage 140

11.1 (138,139,140,141,142,143) Continued

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
	- intruders - bomb threats - weapons - power failure (location of emergency lights, who to contact) . Ability to remain calm, comfort others and take control of situation			

141

142

12.0 COMMUNICATING

12.1 (146) Talk to prior shift to acquire information and, later, to oncoming shift to pass on information.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Consistency of treatment . Prevention of potentially serious problems . Safety of staff and juveniles	. Verbal Communication Skills	. Log . Individual files on cards . Supervisor . Staff	. Take care of unfinished business or ensure that oncoming staff will handle . Set aside specific time and procedures . Conduct discussion in private setting	. Set aside time at beginning and end of each shift to communicate with other staff

12.2 (147,148,149,150,151) Communicating with central control.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Provides information essential to institution management . Danger to staff if communication breakdown	. (See preparation of reports and special incident reports for prerequisites for these tasks) . Verbal communication skills - enunciation - quick communication . Ability to use institutional system - who to contact - how to use system	. Communication system itself	. Central control system should be used seriously	. Log vital communication data; time, subject matter, initial

12.3 (152,153,154,155,156,195) Answer questions from outside sources.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Can violate confidentiality and be legally liable . Misinformation can lead to variety of problems (e.g., angry caller) . Subject to disciplinary action . Undermine grass root support — funding base	. Knowledge of confidentiality . Knowledge of mission, roles . Verbal communication skills . Tactfulness . Institutional policy regarding: information that can be given to questioners . Knowledge of where to refer calls when you cannot handle the questions, inquiries	. Institutional policy manual . Supervisor . Administrative Staff	. Maintain conversation at professional level (e.g., no profanity) . Do not use institutional slang . Be clear and concise . Verify identity of person asking the questions . Do not be afraid to say "I don't know" or that it is not within your range of authority to provide answer . Be thorough, accurate and complete in passing on messages . Stick to facts - don't draw conclusions - describe, don't assume (e.g., make a medical or other judgment) . Document special cases that may require follow-up and/or special handling	

12.4 (157) Testify in court.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Quality of testimony may influence the outcome of case . Affects the image of the department	. Oral communication skills . Knowledge of court process - roles, procedures . Knowledge of case . Self-confidence	. Case file, log . Opportunity to sit in on juvenile court proceedings as preparation for testifying . Institutional policy regarding what to say or not say in court . DA, PO . Reports on incident or issue in question	. Answer only questions asked; do not elaborate or volunteer information . Dress professionally . Use common language and avoid legal, medical or psychological terminology . Find out why you are being called to testify . Review case materials prior to going to court . Don't take anything to court that you don't want to be seen . Don't use sarcasm and avoid arguing with attorneys . Be polite . Don't discuss issue with DA or other interested parties	1. Make supervisor aware of court appearance by staff – date, time, case 2. Provide any feedback that may be of importance to the institution

13.0 PHYSICALLY DEMANDING TASKS

NOTE

The knowledges and skills required to perform the physically demanding core tasks of the JC job were determined in a separate analysis, the results of which are reported in Development and Validated Report for: Recommended Physical Abilities Standards for JCs. Thus, knowledge and skill maps for these core tasks are not included in this Appendix.

14.0 MISCELLANEOUS TASKS

14.1 (183) Investigate accidents or crimes within facility.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Provides protection to community, staff, and the juveniles assuring safety and security . Avoids possible legal liability of staff . Fulfills legal mandate to investigate a crime (peace officer)	. Be familiar with rules and guidelines of agency (AS)	. Supervisor . Co-workers . Juveniles	. Be accurate and specific, honest . Do not falsify report . Leave evidence as is found . Appear at <u>all</u> court hearings <u>as directed</u> . Be factual	1. Determine whether accident occurred or crime was committed - ask them --victim or observer - observe yourself - physical evidence - listen to other minors talk 2. Preserve scene of crime 3. Call supervisor 4. Document as <u>specifically</u> as possible 5. Follow directions from supervisor

14.2 (185) Participate in grievance proceedings; hear grievances informally.

VALUE	PREREQUISITES	AIDS AND RESOURCES	RULES AND CONCEPTS	STEPS
. Encourages fairness and consistency in staff discipline . Juveniles can learn appropriate conflict resolution through good role modeling of staff . Maintains and/or increases morale in juveniles	. Knowledge of: - grievance procedure - C.Y.A. mandate	. Supervisor . Procedures manual (AS) . C.Y.A. standards	. There cannot be reprisal or delay of minor for filing . Must be filed whether you feel appropriate or not	1. Make minor aware of grievance procedure 2. Hear verbally or help put in writing 3. File grievance, following procedure and time limits of agency 4. Follow directions of supervisor according to agency procedures